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ABSTRACT

This practicum was designed to increase student exposure to literature enrichment opportunities, to further develop student understanding and appreciation of literature, and to intensify the long-lasting effects of literature study and enrichment. A diverse literature enrichment program was designed and was presented to the 35 students enrolled in the researcher's two sections of Advanced Placement English. The researcher created an enrichment series for a full year of Advanced Placement curriculum that encompassed the genres of novel, drama, and poetry. The series included a variety of aesthetic and experiential literature enrichment activities, incorporated instruction on the various literary genres, and involved the reading and the critical analysis of a comprehensive and intensive literature collection. Even though all outcomes were not achieved, analysis of the qualitative data revealed that literature enrichment activities can greatly impact student academic and affective growth, can enhance critical and creative thinking skills, can deepen understanding and appreciation of literature, and can provide long-lasting benefits to learning. (Contains 52 references. Appendixes contain 2 survey instruments.) (Author/RS)

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Fortifying the English Department Curriculum With Literature Enrichment to Heighten Student Learning as Evinced in the Advanced Placement English Program for Senior-Level Students

by
Antoinette Konaxis
Cluster 90

A Practicum II Report Presented to
the Ed.D. Program in Child and Youth Studies
in Partial Fulfillment of the Requirements
for the Degree of Doctor of Education

Nova Southeastern University
2000

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APPROVAL PAGE

This practicum took place as described.

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July 17, 2000
Date

This practicum report was submitted by Antoinette Konaxis under the direction of the adviser listed below. It was submitted to the Ed.D. Program in Child and Youth Studies and approved in partial fulfillment of the requirements for the degree of Doctor of Education at Nova Southeastern University.

Approved:

Aug. 24, 2000
Date of Final Approval of Report

William W. Anderson
William W. Anderson, Ed.D., Adviser

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Without the aid and support of many people, this practicum report would not have been possible. First and foremost, I would like to extend my appreciation to my 35 Advanced Placement students for their cooperation; without them, the literature enrichment series may not have been implemented. This talented group of individuals withstood the daily challenge of an intensive and comprehensive literature curriculum enhanced with an array of diverse and experiential enrichment activities.

Second, I would like to thank my school administration for granting permission for the practicum. Third, I would also like to acknowledge my Nova colleague, Michelle Gillis, for her assistance and for her support. And, finally, I owe extraordinary gratitude to my adviser, Dr. William W. Anderson, for his uncanny insight and nonpareil expertise; his consistent availability and his talent for clarity positively impacted the fruition of this endeavor.

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Abstract

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This practicum was designed to increase student exposure to literature enrichment opportunities, to further develop student understanding and appreciation of literature, and to intensify the long-lasting effects of literature study and enrichment. A diverse literature enrichment program was designed and was presented to the 35 students enrolled in the writer's two sections of Advanced Placement English.

The writer created an enrichment series for a full year of Advanced Placement curriculum that encompassed the genres of novel, drama, and poetry. The series included a variety of aesthetic and experiential literature enrichment activities, incorporated instruction on the various literary genres, and involved the reading of and the critical analysis of a comprehensive and intensive literature collection.

Even though all outcomes were not achieved, analysis of the qualitative data revealed that literature enrichment activities can greatly impact student academic and affective growth, can enhance critical and creative thinking skills, can deepen understanding and appreciation of literature, and can provide long-lasting benefits to learning.

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Chapter I: Introduction

Description of Community

Located in the northeast New England region, this 41.50 total square mile (land—25.97 square mile, water—15.53 square mile), 50-foot elevation, small coastal community is rich with historical heritage. One of the oldest settlements in the United States, the city played a large role in defending the settlers in their battles with the British; the original cannons and protective walls of the fortress employed still exist. In addition, the city was integral during World Wars I and II as guardians of the coast and of its waters. The city's extraordinary beauty and compelling inspiration continue to lure sailors, boaters, fishermen, travelers, and tourists alike.

Additionally, the city has been a haven for artists, inventors, poets, and writers of international, national, and local stature. A nationally recognized working artists' colony enjoys residence in the same neighborhood as a major theatre company established and directed by a world renown playwright. Furthermore, numerous national firsts are accorded the city most specifically in literature, in religion, in music, and in food preservation.

One of the nation's oldest seaports, the city has enjoyed a thriving fishing industry allowing it to consistently rank nationally in the top ten fishing ports. Employing a substantial number of the population, a major seafood processing company as well as lesser known companies make the city their home and conduct their business and their operations along the waterfront. However, legislative protection of certain fish species has greatly impacted the community economically, thus further encouraging a perennially

successful tourism industry, including booming whale watch businesses. Other forms of industry include agriculture, construction, engineering, electronics, and manufacturing.

Incorporated first as a town and eventually as a city, the location is governed by a mayor, a city council, and a school committee. With a projected population for the year 2000 of 29,075, population density is 692 per square mile. Increasing to at least 40,000 residents in the summer months, the 11,579 local households, which possess a median household income of $32,690, are comprised of 28,508 Whites, 66 Blacks, 27 Native Americans, 77 Asian/Pacific Islanders, 272 Hispanic origins, and 38 others.

Located on an island joined to the mainland via a bridge on the very end of the highway, the city's school system is composed of one comprehensive high school, one out-of-house alternative high school, one middle school, and six elementary schools. The city is also affiliated with a regional technical school, located in a neighboring community, which services a number of adjacent cities and towns. According to the 1990 census, 75% of the population has earned high school graduate status or higher while 19% has achieved a bachelor's degree or higher.

Writer's Work Setting

Having just completed its 10-year accreditation review by the New England Association of Secondary Schools in October 1999, the professional setting is a 4-year comprehensive high school of 180,000 square feet situated on 14 acres adjacent to the Atlantic Ocean. The recent completion of a $30 million renovation and expansion project in spring of 1998 includes a complete overhaul of the existing building and all its components, a new library/media center, technology upgrading that allows for a minimum of 800 computers school-wide, and a state-of-the-art field house. A technological wonder,

the building, among other high-tech capacities, possesses its own in-house multiple CD tower access, Internet, server, provider, Web services, and e-mail servers. The sprawling, three-story building houses 1,257 students and approximately 130 staff members with both factions lacking diversity. While the student body includes less than 1% of cultures other than White, the staff population is 100% White. Administration is composed of one principal and two assistant principals and is supported by a site-based management team composed of parents, faculty, and students.

Departments within the building are art, business, English, child study, food preparation, industrial arts, math, guidance, music, health and fitness, physical education, study skills and academic assistance, special needs, science, history, theater, and world language. With 596 available course sections, the high school offers a full academic program with courses at the advanced placement, honors, college preparatory, standard and remedial levels. Advanced Placement (AP) courses are offered in English, calculus, history, Pascal, world language, biology, chemistry, and physics.

Within the English Department, a comprehensive curriculum program is in place; freshmen, sophomores, and juniors may elect core courses within four levels of difficulty (honors to career preparation) while seniors may elect courses from a multitudinous and diverse collection of electives ranging from AP and honors to career preparation levels. Included in the department's offerings are a reading and study skills subsection, a theater and performance subsection, and a television and film production subsection.

In addition, the high school also houses a vocational school that includes automotive, carpentry, electrical, machine technology, and health technology programs. The Alliance Program, for those at-risk students unable for whatever reasons to function within the

established high school format, offers a comprehensive learning experience within a supportive environment and includes academic subjects, community service, and counseling sessions.

Additionally, the Early Childhood Project (ECP), the Skills Training to Enable Productivity (STEP) Program, and the Young Families Initiative (YFI) are housed within the building. The ECP, a program for 3-4 year olds, provides developmentally appropriate experiences utilizing in-house and outside agency involvement (high school and child development programs within the community); honored by being named the number one school-based training program in the state, STEP is a program for especially-challenged young adults that focuses on functional academics, life skills, and community job placement; and, YFI is a comprehensive program for teens and their children and pregnant teens, a subsidiary of and operated by the Child Development Program that accesses in-house and outside agency assistance, both academic and financial. A joint venture between the business and educational communities, the Business and Education Collaborative affords students hands-on experience within three major programs: a savings bank located and operated within the building; an allied health career program facilitated at the hospital that also offers attainment of a nurse's aide certificate; and an advanced science lab program partnered with a major medical school within the state and offered in a laboratory constructed adjacent to the high school. The Marine Junior Reserve Officer Training Corps was recently reinstituted to accommodate those students desiring military instruction. Finally, an adult education program, open to virtually anyone, offers a number of credit and noncredit courses in the evenings; in addition, a state college and a community college also offer credit and noncredit courses on the premises.

In addition, the school offers a variety of services to its student population, among them a guidance department of four full-time counselors who are also members of the school's crisis-intervention, prereferral, and peer mediation teams. Although a full-time registered nurse and a psychologist maintain offices on the premises, a consulting psychiatrist is available on an as-needed basis. Other services of which students may avail themselves are Project Resources and People, Help for Abused Women and their Children, Prevention Network, a gay and lesbian alliance, a peer mediation team, work-study programs, school-to-work programs, a Boy Scouts of America speaker program, and a job placement program. A vast array of interscholastic and intramural sports teams are open to all students as are numerous extracurricular groups such as a yearbook staff, a newspaper staff, a literary/arts magazine staff, a math club, a college bowl team, and a science team. Students may be nominated to participate in a chapter of the National Honor Society or may be elected to student government positions for their graduating class or for the student council.

Expectations of the school and its students are indicated by the school's mission statement. The school seeks to instill in each student the pleasure of learning, the satisfaction of setting and achieving personal goals, and the importance of self-respect and respect for others. Additionally, the school curriculum's primary function is to provide a solid foundation of knowledge and skills needed for life-long learning and to promote the intellectual, creative, social, emotional, and physical development of each student. Students are expected to fulfill their academic and social potentials while developing their own special interests, abilities, and talents.

Writer's Role

With 26 years' experience and teaching within the English Department, the writer is currently responsible for five academic classes: two sections of AP English, a rigorous course for seniors of exceptional ability; two College Preparatory English 11 classes based in British literature for juniors; and Writing for Publication, an intensive writing seminar and workshop for talented and gifted students. Holding a master of education in curriculum and instruction with a specialty in multidisciplinary and multicultural studies and a bachelor of arts degree in English with a minor in education, the writer has been state certified for the tenure of her career and is currently a 3rd year doctoral candidate.

Publicly recognized for her teacher excellence nationally, state-wide, and locally, she has been the advisor since 1985 of the school's literary and art magazine, which has received numerous national and regional commendations of distinction for its production. In addition, the writer has consistently involved herself in professional development for the betterment of herself and of her students and has been a cooperating teacher for student teachers; she has developed curriculum, has written handbooks, has attended training programs in sensitive issues, has attended numerous conferences, and has written grants. In 1997, the writer was appointed to the steering committee for her school's 10-year accreditation review. Consistently engaging herself in literature and writing, the core of her subject area, she is devoted to the development of life-long and diverse learning.

The practicum was implemented in the city's only secondary school, a 4-year comprehensive high school, recently established as a state-of-the-art facility for the 21st century, within two sections of the AP English class of 1999-2000. Comprised of 35 seniors, the two sections, of which the writer was the sole instructor, were composed of

17 White females, 18 White males, and 1 Asian male. Within all her classes, the writer must prepare and must implement a literature curriculum that adheres to school and state curriculum guidelines. However, the writer feels strongly that, in conjunction with this literature curriculum, she prepare and implement literature enrichment opportunities within her classes to enhance literature study and student appreciation of literature, thus expanding the long-lasting benefits of literature study (Konaxis, 1999).

Chapter II: Study of the Problem

Problem Statement

The problem to be solved in this practicum was that literature enrichment opportunities for students within the English curriculum had diminished, had been minimal, or had been absent altogether. Students in English classes did not participate in a sufficient number of literature enrichment activities.

Problem Description

Within the English curriculum, students were not exposed to a sufficient number, if at all, of literature enrichment activities. As a teacher who employs varied methodology, the writer became aware that students entering her classes had encountered few or minimal literature enrichment opportunities. This inadequacy can affect literature interpretation, literature appreciation, literature enhancement, and student learning in general. Additionally, lack of literature enrichment opportunities can greatly impact the appreciation of the advantages of those opportunities.

Based upon the writer's convictions and upon student requests for more "fun" in the day, the writer believed the incorporation of a literature enrichment series in the English Department curriculum was a necessity for varied reasons. Though persons currently in AP English were the target audience, the ramifications of this implementation could be more far-reaching and would ultimately affect students across the broad spectrum of the English Department curriculum offerings.

Problem Documentation

There was considerable evidence that the English curriculum was inadequate regarding the incorporation of literature enrichment opportunities. Documentation data to

support the deficiency were collected from the 15 members of the English Department, 4 of whom were new to the building, and from the 35 senior-level students enrolled in AP English 1999-2000. Completed by the 15 English Department members, the first survey (see Appendix A) indicated that English teachers did not have the time to plan, to develop, or to incorporate literature enrichment activities. On a Likert scale survey constructed and administered by the writer and ranging from 1 (strongly agree) to 5 (strongly disagree), 11 of 15 English Department members agreed or strongly agreed that their daily responsibilities negatively affected their ability to design curriculum enrichment activities.

On the Likert scale survey, 7 of 15 English Department members disagreed or strongly disagreed that they had enough time within their classes to incorporate curriculum enrichment activities while 4 remained undecided. In addition, 12 of 15 English Department members agreed or strongly agreed that they did not have enough planning time to develop curriculum enrichment activities. Further substantiating the problem, 9 of 15 English Department members disagreed that they had the resources necessary to implement curriculum enrichment activities while 4 remained undecided. Consequently, the preimplementation composite score of the teacher Likert scale survey, reflecting the overall level of attitudes and practices concerning literature curriculum enrichment activities, was 2.3 on a 1.0 to 4.0 scale, with 4.0 being most desirable.

Additional confirmation of the existence of the problem was secured via a second survey (see Appendix B) that was administered to the 35 AP English senior-level students. Because these students had been "through" the English Department curriculum for their freshman, sophomore, and junior years, they formed an optimal target population with which to ascertain the breadth of the stated problem. On a Likert scale constructed and

administered by the writer and ranging from 1 (often) to 4 (never), 21 of 35 AP English senior-level students often or sometimes participated in literature enrichment activities in their junior year in English class. In addition, 16 of 35 AP English senior-level students felt enrichment activities were not well-prepared or effectively delivered in their English classes for the past 3 years.

Furthermore, on the same survey but on a scale ranging from 1(strongly agree) to 5 (strongly disagree), 21 of 35 AP English senior-level students agreed or strongly agreed that literature enrichment activities enhanced their appreciation of the advantages of enrichment opportunities. Moreover, these students saw the need for the implementation of enrichment opportunities. Additionally, 27 of 35 AP English senior-level students agreed or strongly agreed that they would like to participate in more literature enrichment activities, thus supplementing the evidence of the paucity of literature enrichment activities. Equally indicative, the preimplementation composite score of the student Likert scale survey, reflecting the extent of positive experiences and attitudes concerning literature curriculum enrichment activities, was 2.71 on a 1.0 to 4.0 scale, with 4.0 being most desirable. It was apparent that the data substantiated the writer's contention as indicated in the problem statement.

Causative Analysis

Causes of the problem in the writer's work setting were diverse. First, teachers did not have the time to plan, to develop, or to incorporate literature curriculum enrichment opportunities. This cause was substantiated by the 15 English Department members who responded to the Likert scale survey (see Appendix A). Though all department members agreed that literature curriculum is enhanced by varied modes of enrichment, among them

collegial collaboration, visiting author presentations, supplemental works, and cultural events, only 3 members of the department believed that enrichment activities were an integral component within the department's literature curriculum. Moreover, more than half the department members confirmed the state "time on learning" mandate negatively impacted the use of curriculum enrichment activities.

Second, substantiated by all 15 English Department members, teacher workload became an obstacle to the design of literature curriculum enrichment activities. Eleven members maintained that their daily responsibilities negatively impacted their abilities to design activities for enrichment implementation. Moreover, as their students are expected to write numerous compositions, English teachers have perennially been deluged with paperwork and with correcting, further burdening an already overwhelmed instructor.

Third, restraints put upon the function and the organization of the school day precluded the incorporation of literature curriculum enrichment opportunities. In addition to a lack of actual class instructional time, teachers also affirmed that administrative dictums such as dissemination of their materials, standardized testing, and random public-address announcements throughout the day nipped away at the already limited amount of time. With a work setting daily schedule composed of seven periods of 47 minutes each, mundane duties such as attendance and classroom management tended to further diminish the possibility of quality enrichment implementation. It was no wonder that instructors and their students suffered the consequences.

Relationship of the Problem to the Literature

Comparable problems are evident nation-wide within the educational system. Goodlad (1998) recently bemoaned the narrowing of school curricula and teaching

practice and the consequent deprivation of the richness of the learning experience. Oftentimes, broadening the curriculum with enrichment activities can nourish more than just the soul; indeed, a lack of attention to the emotional domain profoundly affects the academic domain. In addition, a focus on easily tested outcomes restricts teaching to uniform processes that ignore the various modalities of learning. Reis, Westberg, Kulikowich, and Purcell (1998) also noted the persistence, within the educational system, of a minimal use of varied instructional strategies to satisfy the needs of high-ability and high-achieving students. Though their study focused on the more academic elite, their findings may be applied to a wide array of student ability. And, in the past 25 years, there has been no major change, except for what individual English teachers have been doing, in the conceptualizing of literature instruction (Langer, 1991; Stotsky, 1990). What a dearth of experience to which our students are exposed.

State and local mandates are also chronic culprits in the narrowing of instructional methodology. Across the nation, state and local school mandates have prevented teachers from using instructional methods appropriate for diverse learning modalities (National Council of Teachers of English [NCTE], 1985). Equally to blame is large class size. According to the NCTE (1997), teachers are less inclined to develop lessons that encourage higher level thinking when classes are large. Is it no wonder that our students are suffering from a deprivation of learning and of varied experience?

Consequently, within the classrooms, significant deficiency exists in the inclusion of varied literature curriculum enrichment opportunities. In a recent multisite case study of successful teaching practices, Westberg and Archambault (1997) revealed that minor modifications within the regular curriculum were made to accommodate the needs of

accelerated students. As a consequence, a narrow and sole approach to instructional method has predominated throughout classrooms across the nation (Archambault et al., 1993; Westberg, Archambault, Dobyns, & Salvin, 1993), further limiting the use of a wide variety of instructional differentiation (Westberg & Archambault). Public perception has also placed schools under fire; critics of public schools support a wider array of enrichment programs or activities (Ornstein, 1995) in those schools, thus evincing a general deficit in the use of enrichment opportunities.

Causes of the problem are varied. First, classroom teachers' professional preparation for instruction adaptation for the needs of capable students is minimal or absent (Archambault et al., 1993; Westberg et al., 1993). Without good training, instructors impoverish not only themselves but also the students with whom they work. Further inadequacy results when those teachers are inundated with an abundance of students and workload. Class size can negatively affect teacher ability and time availability to adapt instructional approaches (Cline & Small, 1994; Renzulli & Reis, 1998). Also, creating curricula materials, which many teachers may not be willing or may not be able to do, requires great effort and hard work (Renzulli, 1988). Likewise, teacher workload greatly affects teacher innovation (NCTE, 1997) and the energy level that teachers are able to dispel.

Contributing to the problem is the issue of time. Lack of time during the school day prevents collegial collaboration for the teachers, an integral facet of the profession, thus impacting possible instructional practice development (Westberg & Archambault, 1997). Furthermore, even though some faculty may work long hours, instructional time spent in the classroom may not be equalized (Meyer, 1998). Loss of instructional time impacts

teacher ability to maximize instructional methodology (NCTE, 1977, 1985) and robs students of their abilities to maximize their learning.

Instructional time is also impacted by national, state, and local edicts or programs. Nationally, Goals 2000 financially rewards schools for improvement but ignores any enrichment component or focus on the arts for that improvement (Greene, 1995; Massachusetts Receives 3rd Year Goals 2000 Funds, 1996). An impressive reform initiative, Goals 2000, however, merely focuses on the predictable and the measurable. By the same token, any mandated prescribed curriculum regulation via a testing system narrows the instructional lens for the student (Renzulli, 1998) and reduces the time available for utmost classroom educational opportunity. In addition, standardized testing and state and local mandates diminish class time (NCTE, 1977, 1985).

Finally, because the teaching of literature is not well understood in American schools (Langer, 1991), teachers and students tend to suffer inadequacies. Teachers' ignorance of how to teach literature or how to maximize varied literature instruction primarily affects the audience they hope to reach, the students; yet, inattentiveness to literature instruction methodologies propels the instructor to mediocrity or obtuseness of presentation. More importantly, lack of diverse instructional models can prevent development of student literary understandings (Langer, 1998), therefore negatively impacting the long-term and cumulative effects and benefits of literary study. Further compounding the issue, over the past two decades, literature study itself has traditionally received short shrift (Applebee, 1990) within English classrooms.

Substantiating the findings of the writer's evidence and causes, the above literature review confirms that the English literature curriculum within the writer's workplace was

deficient in its inclusion of literature enrichment opportunities and, perhaps more importantly, that teachers within the English Department did not incorporate sufficient literature enrichment opportunities within their classes. Inasmuch as time and workload infringements upon English teachers can minimize or can diminish the incorporation of literature curriculum enrichment opportunities in their classes, in like manner, the day-to-day operations of the school day can negatively affect the inclusion of those literature curriculum enrichment opportunities.

Chapter III: Anticipated Outcomes and Evaluation Instruments

Goals and Expectations

It was the goal of the writer that students would increase their experiences with literature enrichment opportunities, thus expanding the long-lasting benefits of their learning and enhancing their appreciation of the advantages of enrichment opportunities.

Expected Outcomes

Students would experience an increase in their literature enrichment opportunities and would realize the benefits of these enrichment opportunities, exemplifying this in various ways. The following outcomes were projected for this practicum:

1. On a Likert scale survey ranging from 1 (often) to 4 (never) administered postimplementation, there will be an increase from only 21 to at least 30 of 35 AP English senior-level students who report that they participate often or sometimes in literature enrichment activities in their senior year in English class.

2. On a Likert scale survey ranging from 1 (often) to 4 (never) administered postimplementation, there will be an increase from only 16 to at least 30 of 35 AP English senior-level students who report that they believe literature enrichment activities are often well-prepared and effectively delivered in their senior year in English class.

3. On a Likert scale survey ranging from 1 (strongly agree) to 5 (strongly disagree) administered postimplementation, there will be an increase from only 21 to at least 30 of 35 AP English senior-level students who report that they will agree or will strongly agree that literature enrichment activities enhance their appreciation of the advantages of literature enrichment opportunities.

4. The postimplementation composite score of the student Likert scale survey, reflecting the extent of positive experiences and attitudes concerning literature curriculum enrichment activities, will rise from 2.71 on a 1.0 to 4.0 scale, with 4.0 being most desirable, to at least 3.0.

5. On a Likert scale survey ranging from 1 (strongly agree) to 5 (strongly disagree) administered postimplementation, there will be an decrease from 9 to at most 5 of 15 English Department members who will report that they disagree or strongly disagree that they have the resources necessary to implement curriculum enrichment activities.

6. The postimplementation composite score of the teacher Likert scale survey, reflecting the overall level of attitudes and practices concerning literature curriculum enrichment activities, will rise from 2.3 on a 1.0 to 4.0 scale, with 4.0 being most desirable, to at least 3.0.

Measurement of Outcomes

The practicum goal would be achieved if outcome performance standards were met on the postimplementation administered Likert scale surveys and on the composite scores of those surveys. The surveys were administered at the conclusion of the implementation and were completed by the 35 students in the two sections of AP English and by the 15 English Department members. Students and teachers were given as much time as individually needed, though most likely not much beyond 10-15 minutes was necessary, to respond to their respective questionnaires. In addition, a composite score, based on a scale of 1.0 to 4.0 with 4.0 being most desirable, reflecting the extent of student positive experiences and attitudes about enrichment activities, was calculated; also, a composite

score, based on a scale of 1.0 to 4.0 with 4.0 being most desirable, reflecting the overall level of teacher attitudes and practices, was tabulated.

Each data collection instrument was administered on separate days at the conclusion of the literature curriculum enrichment implementation; student surveys were administered on the last actual class day for seniors with the teacher surveys being administered on their last day of required attendance, which occurred 3 weeks after the seniors'. Student and teacher informal, formal, verbal, and anecdotal feedback, which occurred during or after the implementation or postimplementation data collection processes, was also documented by the writer.

The Likert scale survey, for both factions, was selected as a data collection instrument for its ability to make inquiry into a vast variety of issues regarding literature enrichment. Students (see Appendix B) were probed about their past experiences, their attitudes, and their observations with and about literature enrichment in their educational tenure while at the high school. Teachers (see Appendix A) revealed their attitudes, their beliefs, their observations and their previous and current inclusion or exclusion practices regarding literature enrichment activities in their curricula. Providing flexibility in its results, the Likert survey, which evaluates level of agreement in the affective, cognitive, and behavioral domains, can proffer individual rankings, group rankings, and comparison rankings.

Composite scores, by their nature, further solidify and provide more accurate levels of growth and comparison as they are factorable integers and contribute averages. Furthermore, triangulation or the use of more than one measure can further strengthen data collection results. The quantitative data solicited increases the reliability and the

validity of the collected data, therefore making it more statistically significant; in particular, the specific nature of the posed survey stems directly impacts internal reliability and validity, thereupon intensifying the stability of the data. Feedback of various forms, as indicated above, fleshes out and enriches the quantitative data; this qualitative component can provide deeper understanding, can further refine the results, and can offer greater meaning.

Chapter IV: Solution Strategy

Discussion and Evaluation of Solutions

The problem to be solved in this practicum was that literature enrichment opportunities for students within the English curriculum had diminished, had been minimal, or had been absent altogether. Students in English classes did not participate in a sufficient number of literature enrichment activities. Solution strategies for the presented problem were varied.

First, well-prepared and effectively delivered literature curriculum enrichment activities may be developed and may be implemented within the English class. Creating a provision of the richest array of instructional resources within a stimulating and engaging sensory environment will enhance and will benefit learning (Bellanca, 1998; Department of Education, 1995; Goodlad, 1998; Maeroff, 1996; Renzulli, 1998; Schwartz, 1997), obviously a primary goal of an educator. Such an environment can be formulated by employing original and supplementary sources within the classroom or by bringing guest speakers and technology to the classroom. Other valuable tools for enhancing the educational environment and the curriculum are learning opportunities that take place outside the walls of the high school campus (Bellanca; Department of Education; Goodlad; Maeroff; Renzulli, 1998; Schwartz).

Second, concentrating on higher order thinking skills, encouraging self-directed learning and providing depth to the curriculum will maximize educational opportunities (VanTassel-Baska, 1989). The inclusion of drama, discussion, art, film, recordings, and media as an integral component of literature study is paramount (Applebee, 1997; Jurgella, 1998; Langer, 1998); such tools will aid in idea development and in critical reading, two

higher order thinking skills. Inclusion of the arts deepens intellectual resources, expands imagination, and allows other applications (Amdur, 1993; Brademas, 1995; Clark & Zimmerman, 1998; Fowler, 1994; Perrin, 1994; Rasmussen, 1998). While the inclusion of the arts extends benefits to other domains, specific benefits are improved creativity, risk-taking, self-motivation, critical thinking, and excellence. These factors can make positive contributions in the individual's quest for life-long learning, a trait many educators wish to instigate within their students.

Third, supplementing educational programs will provide student challenge and engagement (Olszewski-Kubilius, 1998). Programs can be supplemented via enrichment in various ways and formats. One type of enrichment includes guest speakers, field trips, audiovisual materials, demonstrations, and other experiences not generally pursued in the general curriculum. A second type of enrichment includes diverse instructional methods and materials to encourage development of independent thinking abilities. And, a third type of enrichment includes activities and artistic productions where the student is a self-directed learner (Renzulli & Reis, 1994). These methods of enrichment can foster a constructivist approach that allows the student to create an array of experiences which enables learning (Applebee, 1993; Langer, 1998).

Fourth, instructors must be very attentive to the development of curriculum and to its instructional methodologies. Integrated content that employs a wide variety of materials and that allows connections across systems can be enhanced with appropriate and specialized resources (Berger, 1991; Jurgella, 1998). Enticing learning materials of all types must be provided for the student (NCTE, 1989), and curriculum development must satisfy the students' needs for skill development, knowledge, and enrichment to strengthen

academic success (Duckett, 1998). Whereas extension of the general curriculum will result from in-depth and extensive enrichment activities (Gallagher, 1992, 1998), more importantly, orchestrated meaningful connections which link learning and ideas to one another can impact learning longevity and context (Center for Learning and Achievement [CELA], 1999).

Furthermore, employing materials that challenge and that facilitate learning can elicit meritorious results. Shore and Delcourt (1996) agreed that high-level curricula materials that focus on abstract and basic concepts and cognitive and affective needs and that foster thinking skills and an in-depth investigation of subject matter will challenge accelerated learners. Accelerated learners, however, would not be the only beneficiaries of such materials. Attention to individual learner style and multiple intelligences can also offer frames for varied instructional methodology (Campbell, 1997; Maeroff, 1996). For all students, literature study will be enhanced with artists-in-residence; invited authors, illustrators, actors, directors; and dramatic presentations (Beattie et al., 1997). Inclusion of motivational guest speakers and collaborative groupings can also contribute to student success (United States Department of Education, 1996). While incorporation of visual and performing arts can and will support academic achievement (Clark & Zimmerman, 1998; Hanna, 1992), film study will aid in clarification of ideas, themes, and understanding (Corbitt, 1998). Additionally, by reaching out to the community and its resources, schools can assist in educating their students in and with the arts. Quality programs and schools can be enabled by inviting local authors for book talks and for symposia on writing and by accessing the local cable television station for student preparation and discussion of literature (Glasser, 1993).

Another solution lies in the depth and breadth of teacher obligations. Reducing English teacher workload and diminishing his or her daily responsibilities would allow more time for literature curriculum enrichment opportunities to be planned, developed, and incorporated. According to the NCTE (n.d.), consideration of time and administrative, professional, and institutional responsibilities should help determine teaching loads for English instructors. Above all, by the year 2000, secondary English teachers should not teach more than 80 students within four class sections for the following reasons: (a) facing 25 students per class merely allots two minutes per student for individual student-teacher interaction (b) larger numbers of students within classes lessen possible instructional time, and (c) larger numbers of students within classes increase classroom management time (Maeroff, 1996; NCTE, 1997). Burdens such as these placed upon English teachers can truly minimize innovation or any variability of methodology.

As a result of reviewing the literature for solutions, two ideas came to the forefront. One, implementation of diverse literature enrichment opportunities within the English class can broaden and can enhance the study of literature. It can urge appreciation for literature and can spur the long lasting benefits of learning, thus encouraging more far-reaching effects. Likewise, it can enhance appreciation of the advantages of those enrichment opportunities. Ultimately, benefits of diverse literature curriculum enrichment opportunities can be transferred to other learning experiences in other disciplines. And, two, a reduction in the workload of English teachers will allow planning time for the optimal development and the incorporation of literature curriculum enrichment opportunities within the English class.

The two solutions generated from the literature may be critiqued from the writer's vantage point of setting and power base. First, developing and implementing a comprehensive, well-prepared, and effectively delivered literature enrichment series of diverse forms, as supported by numerous writers (Amdur, 1993; Applebee, 1993; Applebee, 1997; Beattie, et al., 1997; Bellanca, 1998; Brademas, 1995; Clark & Zimmerman, 1998; Corbitt, 1998; Fowler, 1994; Gallagher, 1992, 1998; Glasser, 1993; Goodlad, 1998; Hanna, 1992; Jurgella, 1998; Langer, 1998; Maeroff, 1996; Perrin, 1994; Rasmussen, 1998; Renzulli, 1998; Renzulli & Reis, 1994; Schwartz, 1997) and others as noted in the solution strategy documentation was within the writer's power base as she is allowed latitude in being creative with instruction methodology that will maximize literature appreciation, learning enhancement, idea development, critical reading skills, higher order thinking, and curriculum extension, among other benefits. Second, reducing English teacher workload and diminishing daily responsibilities as supported by the NCTE (1997) and Maeroff were not within the writer's power base as she is unable to alter or to manipulate contractual policy as dictated by the school system.

Description of Selected Solutions

The solution implemented was that the writer developed, refined, and implemented a comprehensive, well-prepared, and effectively delivered literature curriculum enrichment series of diverse forms within her two sections of AP English class. This enrichment series provoked engagement and challenged students (Olszewski-Kubilius, 1998), provided depth to the curriculum and maximized educational opportunities (VanTassel-Baska, 1989), and impacted learning longevity and context (CELA, 1999). Additionally, interrelationships among disciplines were facilitated (Berger, 1991; Jurgella, 1998) and

more thoroughly integrated, thus enabling student creation of meaning from a legion of sources (Applebee, 1993; Langer, 1998). Incorporation of the enrichment series extended the curriculum (Gallagher, 1992, 1998) therefore broadening and making educational opportunity accessible for all students in a more equitable manner.

Justification for this solution was evident in the causal analysis. Since teachers in the department were unable to plan, to develop, or to incorporate literature curriculum enrichment opportunities, the students in AP English 1999-2000 possessed deficiencies in their abilities to enhance their literature studies and in their understanding and appreciation of literature. Though time, workload, and daily operations of the school day may have precluded the incorporation of literature curriculum enrichment opportunities, an innovative instructor nonetheless may have been able to circumvent these restraints. Further justification was evident in the writer's role regarding problem and setting. She was personally and definitively able to impact those students in AP English as she was the sole instructor of the two sections of the class and was also free to employ various instructional methodologies and curriculum materials. Finally, justification was also warranted by the fact that the AP English students would increase their experiences with enrichment opportunities, expanding and enhancing long-term learning benefits and enrichment appreciation. Accordingly, English Department members would reflect an overall favorable attitude toward the implementation of literature curriculum enrichment activities and practices. Students and instructors would exemplify these via the expected attainment of the projected measurable evidence outcomes as indicated in Chapter III.

Report of Action Taken

During implementation, the writer's leadership role was that of change facilitator as propounded by the University of Texas at Austin's Concerns Based Adoption Model; in addition, the writer provided leadership in the model maintained by the systems thinking of Peter Senge. Because individuals must be the focus of attention in new program implementation, the AP students and their successes assisted departmental members in positively viewing the newly implemented literature curriculum enrichment series as viable and practical. Moreover, via the writer's adoption of the proposed innovation, departmental members were provoked to consider well-prepared and effectively delivered literature curriculum enrichment activities for their students.

By adopting the role of "local line leader," the writer, via the implementation of literature curriculum enrichment activities, affected the direction of improved results, both in student experience and in anticipated outcomes. Furthermore, by setting an example, the writer effected change by modeling; others in the department were encouraged to follow her precedent. Moreover, during and upon completion of implementation, the writer took on the role of consultant for other members in her department and for the school-at-large as she provided information and was accessible as an expert source regarding the inclusion of literature curriculum enrichment opportunities; some departmental members made inquiry regarding literature enrichment activity inclusion and its practical realization. Above all, by carrying out the goals of the implemented enrichment series, the writer transformed the educational processes and experiences of her students as well as positively impacted and challenged the English Department literature curriculum, and its instructors, and enabled the inclusion of literature curriculum enrichment activities within her work setting (Konaxis, 1999).

The writer implemented a comprehensive, well-prepared, and effectively delivered literature curriculum enrichment series of diverse forms within her two sections of AP English class. Coupled with a demanding literature curriculum, this series included enrichment activities which propelled students to more deeply explore their understandings of the literature and to extend the capabilities of their critical and creative thinking skills. Students read and critically analyzed varied works of literature, in the genres of novel, drama, and poetry, and participated in and with accompanying enrichment activities.

The 35 students enrolled in two sections of AP English were directly affected by the literature curriculum enrichment series implementation though it may have had more far-reaching effects, i.e. departmental assimilation, departmental curriculum, department instructors, and other students enrolled in the department's course offerings. Over a course of 7 months, students engaged themselves with novels, dramas, and poetry and with experiential and aesthetic enrichment; evaluation of the success or failure of the series occurred at the conclusion of implementation. As well, after each activity, students informally measured their appreciation and evaluated the effectiveness of the activity. The two sections of the AP English class were run in a seminar format with the writer as facilitator and leader and enrichment organizer and presenter.

Over the course of the implementation period, students read a number of primary texts and works which were enhanced with a variety of enrichment activities. For each work, students participated in class discussions and directed activities and prepared written analyses. After introduction and instruction on the novel as a genre, students read Steinbeck's The Grapes of Wrath, a tale which relied on allusion and historical base for its telling. Students explored biblical allusion within the novel with select and pertinent

passages from the Bible. Supplementing textual analysis and expanding understanding of the plight of the itinerant farm worker, excerpts from Steinbeck's The Harvest Gypsies, a non-fiction collection of journalistic essays regarding migrant farmers' rights and mistreatment during the Depression, augmented the study of the historical novel. Contemporary connections were also made to Cesar Chavez, famed Californian activist, and to Bruce Springsteen's "The Ghost of Tom Joad," a ballad focused on a major character and theme within the novel.

Continuing with novel study, students read Garcia Marquez' Chronicle of a Death Foretold, a novella also rife with biblical allusion and set in the culture of South America. Students explored more deeply the allusion, aided by their previous experience with Steinbeck, and studied Latino culture to more fully enrich their understanding and interpretation of the novella. Exploration of Garcia Marquez websites via use of the Internet also brought another medium of enrichment to the students' experience with a culture different than their own.

After reading Walker's The Color Purple, students viewed Spielberg's film adaptation of the novel. Spielberg's film presented one film-maker's view of the work to aid student expansion of understanding and enhancement of textual analysis; furthermore, the medium of film actually allowed students to exist within the milieu of life and to experience the attitudes that prevailed in the southern United States, especially toward black women.

Continuing with an exploration of the black experience, students then read Morrison's Beloved. Understanding of that experience was enhanced with historical perspective—of the Underground Railroad, of the Emancipation Proclamation, and of the history of

slavery. Textual analysis was also clarified with journalistic accounts of the infanticide in question, biblical passages for allusion study, and symbolism of numerology and color.

Supplemented by an overview of British imperialism and of the African Congo, Conrad's Heart of Darkness rounded out the study of the novel. The complexities of this novella were illuminated with a reading and an analysis of T.S. Eliot's "The Hollow Men" to which Conrad makes reference within the novel. Students expanded their capabilities with diverse forms of allusion—mythical, historical, biblical, literary—in their quest for deepened understanding. After viewing Coppola's film Apocalypse Now, set during the Vietnam War yet heavily influenced thematically and symbolically by Conrad's work, students drew correlations to the primary text.

As a culmination of the multicultural novel study, students participated in a professional multidisciplinary, experiential program that encompassed a celebration of African and Latino literature via dance and music. Use of African instruments, drumstick syncopation of various cultures, the dance merengue, group sculpture, and a musical and dramatic presentation of creation myth urged students to explore their limitations with other cultures as well as to expand their experiences with diverse modes of expression. With the exception of the creation myth performance, all activities were experientially-based, both large and small group, and inclusive, thus according each individual a comfortable level of participation.

The second strand of literary study, the drama, was begun with an introduction to and instruction on drama as a literary genre. Students next read Sophocles' three Theban plays, Oedipus the King, Oedipus at Colonus, and Antigone. Study of drama, especially Greek tragedy, was enlightened with lessons on Greek theater, the tragic hero and its

defining components, and Aristotle's Poetics. To enhance understanding and to refine the concepts of the tragic hero and tragedy, students viewed Reiner's A Few Good Men, a film set within the United States military and centered on the character of Colonel Jessup as its tragic hero. As a visual enrichment, the film provided clarity to classical elements such as hubris, hamartia, peripeteia, and catharsis as correlated to the tragic hero.

Students next engaged themselves with the Renaissance drama of Shakespeare: King Lear and Taming of the Shrew. After a review of the Shakespearean dramatic structure, both tragic and comic, and reading the plays, students attended an interactive dramatic workshop conducted by a professional Shakespearean actor. To underscore the importance of the actual words in plays, students experimented with activities which propelled the words whirling about from the page to the air. Under the actor's direction, students chanted words, recited lines, used body language, and engaged themselves by taking the text from the page to performance level. Additionally, students also viewed a modern spoof of Taming of the Shrew, as evinced by the defunct television show, Moonlighting, which tapped their accumulated knowledge of Shakespearean drama and famous lines.

As a change from traditional theatre, students were then assigned Beckett's Waiting for Godot, a seminal work in the realm of the theatre of the absurd. Instruction on absurdist drama, its history and its conventions, was offered. After reading the play and exploring its eccentricities, students investigated the philosophy of existentialism, the art movement of Dadaism, and the concepts of surrealism; they reviewed art by Salvador Dali, Rene Magritte, and Marc Chagall in their quests to elucidate the concepts and ideas set forth by Beckett.

Introduction and instruction of poetry as a genre of literature was incorporated throughout the implementation period, though originally intended to be the third in the series of literary study. Various poems from diverse eras and cultures were dispensed for individual and group reading and analysis. Students explored poetic techniques, style, stylistic devices, imagery, and tools of the craft. Each student conducted a tutorial which encompassed an average of 10 devices used in literary creation and included print, visual, and experiential methodology for the illustration of those devices. Small group teaming facilitated in-depth analysis of select poems.

As a culminating activity to enhance understanding and appreciation of poetry, students participated in a drum and instrument workshop at a nearby artist studio, thus allowing them to more fully apprehend the impact of the arts on the creation of poetry and literature. Participation in the workshop advanced the study of cadence and of the rhythmical and dramatic natures of poetry. Students explored rhythm, tempo, and various mixtures of music and movement, creating a synergistic experience which also instigated freedom of creative expression. Throughout the entire implementation process, students were encouraged to synthesize, to assimilate and to apply their accumulated knowledge to all arenas of literature study and to all literature enrichment activities, both directed and self-motivated.

During the eighth month, the writer investigated the impact of the enrichment series implementation upon her 15 departmental colleagues. Since time and task management was problematic for English instructors, the writer prepared a literature enrichment information flyer that was disseminated to each department member with the intention of

advancing the inclusion of enrichment practices throughout the department, thus ultimately allowing other members to capitalize upon the writer's endeavors.

Permission from the school system's superintendent and the high school's principal to conduct the practicum in the writer's workplace and within the two sections of her AP English class was secured in writing prior to the conduction of the preimplementation data collection. In addition, though many students in AP English were 18 years old, informative letters with accompanying consent forms were sent to the parents or guardians of the 35 students via the students. All 35 students and their parents or guardians affirmed in writing the students' approval of becoming cooperative participants in the writer's practicum prior to partaking in the preimplementation data collection.

Supplies, such as the works of literature, were borrowed from the English Department's literature collection. Works unavailable within that collection were secured by the writer and were distributed to each student. Literature curriculum materials and units and enrichment activities were developed by the writer. Outside enrichment sources were sought, were arranged, and were scheduled by the writer. Use of facilities and machines posed no problem as the writer, a state-certified English teacher, is a full-time employee of the school system and is assigned to the high school.

Nonetheless, with all assurances in place, deviations in the implementation schedule occurred and impacted the writer's ability to complete all she intended. First, two activities which were planned were completely abandoned because of administrative decisions, again, as indicated in the research, one of the compelling factors that has the capability to diminish the inclusion of enrichment activities. A visiting author presentation was impacted by the school's mandated adherence to a 3-week state testing schedule

in May 2000 which altered the expected daily events, thereby influencing impending visitations. Second, the administration of the national AP examinations, which simultaneously occurred as the state exams did, impacted the students within the writer's target population as many students absented themselves from class as a result of taking the exams. Third, an attendance of a multicultural, multidisciplinary community arts project performance in the state's capital was pre-empted by the late announcement of an academic awards night ceremony for that same evening which affected most students in the writer's AP English classes. Other complications which caused a divergence from the intended schedule were (a) a shortage of many of the texts which resulted in the writer purchasing multiple copies with her funds, hence altering the curriculum timetable as it was dependent upon primary text availability (b) student tutorials which stole additional time from the already limited class sessions, and (c) a juggling of the guests' and performers' schedules because of their availability or prior commitments.

Chapter V: Results

Results

Within the English curriculum, students were not exposed to a sufficient number, if at all, of literature enrichment activities. As a teacher who employs varied methodology, the writer became aware that students entering her classes had encountered few or minimal literature enrichment opportunities. This inadequacy can affect literature interpretation, literature appreciation, literature enhancement, and student learning in general. Additionally, lack of literature enrichment opportunities can greatly influence the appreciation of the advantages of those opportunities.

Based upon the writer's convictions, the writer believed the incorporation of a literature enrichment series in the English Department curriculum was a necessity. It was the goal of the writer that students would increase their experiences with literature enrichment opportunities, thus expanding the long-lasting benefits of their learning and enhancing their appreciation of the advantages of enrichment opportunities. The solution was that the writer developed, refined, and implemented a comprehensive, well-prepared, and effectively delivered literature curriculum enrichment series of diverse forms within her two sections of AP English class. The following results were attained:

1. On a Likert scale survey ranging from 1 (often) to 4 (never) administered postimplementation, there will be an increase from only 21 to at least 30 of 35 AP English senior-level students who report that they participate often or sometimes in literature enrichment activities in their senior year in English class.

This outcome was not met.

Only 25 of 35 students ascertained that they often or sometimes participated in literature enrichment activities in their senior year in English class. Interestingly, 7 students observed they rarely participated while 3 students indicated they never participated. However, there was an increase of 4 students beyond the original 21 who specified that their participation had been extended.

2. On a Likert scale survey ranging from 1 (often) to 4 (never) administered postimplementation, there will be an increase from only 16 to at least 30 of 35 AP English senior-level students who report that they believe literature enrichment activities are often well-prepared and effectively delivered in their senior year in English class.

This outcome was not met.

Only 21 of 35 students determined that implemented literature enrichment activities were well-prepared and effectively delivered. Again, an increase of 5 students beyond the original 16 indicated some improvement in this expectation. In somewhat wavering concurrence, the remaining 14 students affirmed that these activities were sometimes well-prepared and effectively delivered.

3. On a Likert scale survey ranging from 1 (strongly agree) to 5 (strongly disagree) administered postimplementation, there will be an increase from only 21 to at least 30 of 35 AP English senior-level students who report that they will agree or will strongly agree that literature enrichment activities enhance their appreciation of the advantages of literature enrichment opportunities.

This outcome was not met.

Only 28 of 35 students agreed or strongly agreed their appreciation was enhanced. Though the expected outcome was deficient by 2, there was an increase of 7 students

beyond the original 21 who realized the outcome's expectation. To further bolster this outcome, 6 students were undecided and only 1 student disagreed about their appreciation enhancement.

4. The postimplementation composite score of the student Likert scale survey, reflecting the extent of positive experiences and attitudes concerning literature curriculum enrichment activities, will rise from 2.71 on a 1.0 to 4.0 scale, with 4.0 being most desirable, to at least 3.0.

This outcome was not met.

This post implementation composite score decreased from 2.71 to 2.44. Even though there was a decrease, it was less than three tenths of a point.

5. On a Likert scale survey ranging from 1 (strongly agree) to 5 (strongly disagree) administered postimplementation, there will be an decrease from 9 to at most 5 of 15 English Department members who will report that they disagree or strongly disagree that they have the resources necessary to implement curriculum enrichment activities.

This outcome was not met.

Rather than a decrease, there was an increase of 2 beyond the original 9 for a total of 11 English Department members who disagreed or strongly disagreed that they had the resources necessary to implement curriculum enrichment activities. Only 3 members confirmed that they had sufficient resources for enrichment implementation while 1 was undecided.

6. The postimplementation composite score of the teacher Likert scale survey, reflecting the overall level of attitudes and practices concerning literature curriculum

enrichment activities, will rise from 2.3 on a 1.0 to 4.0 scale, with 4.0 being most desirable, to at least 3.0.

This outcome was not met.

This postimplementation composite score increased only slightly to 2.37, thus designating some improvement but not enough to achieve the indicated outcome.

Discussion

Even though the six expected outcomes were not met, a review of the pre- and the postimplementation data and informal, formal, verbal, and anecdotal feedback and commentary indicates that the literature enrichment series implemented within the AP English program for senior-level students was a successful endeavor and achieved the writer's intentions: (a) that students would increase their experiences with enrichment activities (b) that students would expand their critical and creative thinking skills (c) that students would deepen their exploration and their understanding of literature (d) that students would be able to make tangible connections to the world outside the academic classroom, and (e) that students would be positively impacted within their academic and affective domains. Responses to survey questions not included as expected outcomes as well as limited improvement in the expected outcomes support the contention that the literature enrichment series achieved its purpose.

Student expected outcomes 1, 2, and 3, though not achieving the intended 30 students, did show marked improvement (see Results). However, the composite score of the student Likert survey in expected outcome four decreased from 2.71 to 2.44. Though somewhat disheartening, this score may be attributed to the fact that students, postimplementation, more fully realized their own deficiencies after participating in a

continual and unremitting program of literature enrichment. Furthermore, students may have responded improperly to the postimplementation survey because of their confusion with some of the survey stems.

Similarly, English Department member expected outcome 5 (see Results) did not decrease in the number of teachers who believed that they possessed sufficient resources for the implementation of curriculum enrichment activities; conversely, that number increased from 9 to 11. In retrospect, it is obvious that the majority of the English Department members, when viewing the implemented enrichment series, came to the realization that they were wanting in the area of enrichment resources; perhaps the series itself suggested other possible resources not previously considered by department members. To counterbalance the department's general weakness in this area, the writer's selected enrichment resources flyer that was distributed to each member should aid her colleagues in securing resources and ideas for future implementation.

Despite this limitation, the composite score of the department member Likert survey in expected outcome six increased minimally from 2.3 to 2.37. Perusal of individual responses to the Likert survey indicates that some respondents misinterpreted the survey stems, especially those which presented negative statements. Another possible detractor which may have skewed data collection was the resignation of one of the department members midway through the school year, her replacement being a 1st year teacher with no experience. Notwithstanding the disappointing nonfulfillment of the expected outcomes, some level of attainment was achieved via other quantitative evidence.

Preimplementation, 28 of 35 students had participated often or sometimes in literature enrichment over the most recent 3 years of their high school tenure; postimplementation,

this number rose to 35. In addition, preimplementation, 25 of 35 students determined literature enrichment activities in which they participated were often or sometimes extensive and comprehensive; postimplementation, this number rose to 33. And, lastly, preimplementation, 20 of 35 students agreed that literature enrichment activities provided long-lasting benefits to their learning; postimplementation, this number rose to 25 with 6 undecided.

Students also showed improvement in their experiences with specific forms of literature enrichment, from preimplementation to postimplementation, in the often to sometimes rankings: film study rose from 23 to 35; guest speakers rose from 0 to 13; dance and music programs rose from 1 to 18; theatre presentations rose from 11 to 16; field trips rose from 10 to 26; supplemental works rose from 19 to 35; integration with community resources rose from 9 to 16; and, cultural events rose from 7 to 20. Though perhaps not readily identifiable and at the time unbeknownst to them, by participating in and with these activities, students had no alternative but to engage themselves with literature enrichment and to glean its benefits. To buttress this claim, one student proclaimed, "In the moment you can't get the benefit. You don't realize how it helps you until you go to analyze. The fun activities throw a little curve ball and you learn in a different way."

Commentary, both formal and informal, further substantiates the positive effects of the literature enrichment series in both the academic and the affective domains. Numerous students affirmed the advantages of their experiences with the implemented literature enrichment series. For example, various students made the following observations: "we had better arguments over books and still learned stuff and got deeper into the books," it

"helped with appreciation of the novel," it "propelled you to read more in depth," it "helped you understand things you may not have known before," it "allowed us to connect with things outside the classroom when we weren't thinking about connecting it," it "made the literature less pointless," it "connects to your life through interaction with outside things," and it "helps you look at the book from all different sides."

About select experiential and hands-on activities, students also felt equally enthusiastic: "cultural experience is very important; it is a good experience for broadening your view"; it was "fun doing something more experiential than just literary discussion; you could see connections to the literature"; "cultural activities helped give background to the history of the stories"; "emotions behind the words that we had to say helped with memory of scenes and the play"; it "helps you appreciate meter, rhythm, and the arts better when you participate"; "doing something that allows connection to life at the time makes you understand that there's a point to what we're learning"; "when you do outside activities, it helps you to remember what you were studying at the time"; and, "doing something different allowed you to broaden your sense of how you can connect what we are doing inside the classroom to the outside." One female made reference to a recently released film when studying Conrad's Heart of Darkness and Coppola's Apocalypse Now; she observed, "The movie The Beach [starring Leonardo diCaprio] had scenes with Apocalypse Now and had to do with the search for meaning in oneself and the struggle between man and beast." Is this not what we want our students to do? To carry their learning beyond and to sharpen their critical thinking?

More formal written commentary provoked a myriad of response. Some students thought the enrichment opportunities provided supplementary benefits, some not

anticipated by the writer; one male commented, "Activities not only enriched our studies, but they brought us closer." A female concurred when she reflected, "Movie nights helped me get a better understanding of the novels read, plus it allowed bonds with classmates to be made. Bonding with classmates is essential to my learning process—I must feel comfortable with my peers in order to succeed."

Importantly, the diverse enrichment activities and instructional strategies addressed various learning modalities and were recognized by the students. A female explained, "I am not an abstract thinker and sometimes have trouble understanding hidden meanings or allusions, and the handouts and numerous class discussions helped me a lot and I was able to comprehend works much better than before." A male added, "Also beneficial are films, which generally place the story in a visual 3D environment, giving the visual learner such as myself something more memorable than the text itself." Another male noted, "The poetry workshop we attended added a new approach to learning about rhythm. By interacting with instruments, I feel it helped me learn more about music as well as poetry."

Other students recognized the benefits of collegial collaboration, both in large and small groups. A female reflected, "Group discussions were very helpful and enriching. Through opinions of others, I was able to build my own stronger opinions. Also, issues with the books that we have brought up helped to clarify my confusion when discussed." A male classmate expressed, "Group discussions enabled the students to gain other useful points of view that differed from their own." Still another female student iterated, "Group analysis helped open the mind to how the piece may have been seen by others." Even though some students disliked group work, they did recognize the benefits it provided; for example, a female conceded, "Working in groups to discuss the books was not something

I enjoyed doing, but the final presentations of other groups were helpful to my understanding of the book."

Students continued to evaluate the advantages, both general and specific, provided by enrichment opportunities to which they were exposed. One male realized, " My understanding of literature has improved. . . through the various activities, presentations, handouts, field trips, and discussions in class. I learned how to 'dig' deeper into the work and uncover the meaning and other parts of the work which aided my understanding of it." Another male student elucidated, "Supplemental poems, background information on the authors, and historical time-frame notes were particularly helpful in figuring out where the work was coming from and in appreciating its content." A female peer learned she was "more likely to understand the symbolism in a book now more than before."

Two other students singled out specific instances of enrichment. The first, a female, commented upon the professional Shakespearean actor's presentation: "One of the most helpful activities was when Miles came in, because not only was it fun, but it gave us, or at least me, a clearer picture and a clearer understanding of not only Taming of the Shrew but all of Shakespeare's works in general." The second, a male, added that "A Few Good Men was pretty helpful, but many of the poems which alluded to other novels or poems were extremely useful in gaining a full understanding."

Enrichment activities also had the ability to propel students to other realms. One male was "motivated to study literature throughout the year" while his male classmate realized the drumming and theatre presentations "added to our creative processes" and thought they should be continued as part of the curriculum. A particularly observant young man acknowledged, "Field trips to dance studios and other creative workshops help me to see

literature in a world-wide perspective, not the Anglo-Saxon perspective we have been spoon-fed for years."

If literature enrichment is to have an illuminating effect, it is incumbent upon educators to accord those educational opportunities to their students to encourage connections, to broaden perspective, and to nurture life-long learning and applicability. Perhaps more telling are two observations which further realize the success of the incorporation of enrichment activities within a comprehensive literature curriculum. A male perceptively declared, "Students would often relate books, plays, and poems which were not studied in school and perhaps not presented by the instructor which served as bits of enrichment brought by the students. This increased as it was encouraged and propagated by the instructor." His female colleague further supported the gains to be had when she corroborated, "The enrichment activities allowed us to use the book in connection with life outside of the English room . . . . Taking English beyond the classroom setting allows me to gain a better appreciation and understanding for it within the classroom setting."

Though the quantitative expected outcomes were not fully realized, the aforementioned substantive student observations and commentary are compelling enough to support the attainment of the goals of the literature enrichment series. By expanding their experiences with enrichment activities, students extended their critical thinking skills, heightened their comprehension and analysis of literature, broadened their learning from the microcosm of the classroom to the macrocosm of their world, and evolved both academically and affectively. Moreover, students also assimilated, synthesized, and applied

presented material and experiences to seek and to create knowledge and meaning of their own.

As evinced by their astute observations, students have categorically affirmed the betterment of their abilities, the sharpening of their skills, the enhanced enjoyment of their learning, and the bridging of their own discoveries. Providing opportunities within the classroom for students to achieve all of this is absolutely essential; Goodlad (1998) propounded, "The school best prepared for tomorrow is the school best geared for today. It is a school for all seasons, engaging all of its students in as many domains of human experience as it can encompass" (p. 670).

The potent nature of exposure coupled with experience is vital in the development and the shaping of inquisitive and motivated minds. Being immersed in a relevant, challenging, and risk-rich constructivist environment that actively involves students will allow them to shift from mere learning to provocative thinking. By creating a quality educational experience abundant with engaging enrichment activities, educators can bestow upon their students the greatest capability of all—the promise of intellectual empowerment.

Recommendations

With the national call for change in education becoming more fervent, practices and programs that improve the learning of students and their productivity must take root. Infusing literature study in the English class, or study in any subject discipline, with effective, extensive, and pertinent enrichment of high quality that nurtures understanding, appreciation, and life application is of extraordinary value to the student populace and to the nation's citizenry.

Therefore, it is suggested that English Department members consistently incorporate literature enrichment activities within all classes at all grade levels. Likewise, it would behoove the district's administration to invest in enrichment opportunities by adopting policy and guidelines for their inclusion. Because of its academic and affective potentials, enrichment must be recognized as an integral component in the curriculum and not merely as an extraneous activity. Furthermore, expanding enrichment to all curriculum arenas within the school could only have far-reaching and emphatic results.

Replication of this practicum would require that the Likert surveys administered to students and to department members be altered in their format (see Appendixes A and B). Instead of having one survey per population with two different ranking systems, each target audience would complete two surveys, one with a ranking from often to never and the other with a ranking from strongly agree to strongly disagree. This would facilitate more accurate calculation of composite scores and would eliminate possible weakness in data collection. Second, to prevent undue financial expense by the implementer, grant funding could also be sought to support out-of-house enrichment presenters and performers.

Third, administrative decision making needs to accord importance to enrichment activity scheduling; some forethought in whole-school scheduling of expected alterations in the daily operations could eliminate cancellation or reorganization of arranged enrichment events which require more than the instructor and her or his students within the confines of the classroom. Fourth, overseers of the department must be certain that sufficient primary texts exist within the department's library for timely dissemination to each individual student.

And, finally, the enrichment specialist, or in this case, the implementer, would conduct enrichment needs workshops that offer practical and immediate applicability for the whole school. Adopting the belief system and inculcating the practices proposed by this writer's practicum would not only enrich the students' lives, but doing so would also transform and would renew both the personal and professional lives of their teachers.

Dissemination

Results of this practicum will be shared with the writer's English Department colleagues at a departmental meeting and through an informational flyer dispensed to each department member. Upon individual request, the final report will be made available to interested colleagues desiring replication or more information. Furthermore, for dissemination to a more extensive professional base, the final report will be available via Nova Southeastern University's library resources and the ERIC Document Reproduction Service. Beyond these, the writer intends to pursue publication, presentation, conference, and educational, including consultant, venues for the transmission of her doctoral findings.

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APPENDIX A

CURRICULUM ENRICHMENT

ENGLISH DEPARTMENT

Practicum II Survey/Curriculum Enrichment
English Department

For each item below, please circle the number of the response that best represents your opinion about curriculum enrichment in your English classes. Your cooperation will help me to obtain data needed for my research study. Thank you for your help and for your time. *Antoinette Konaxis*

1. Literature curriculum enrichment is enhanced by these activities:

a. film study

1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

b. collegial collaboration

1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

c. guest speakers

1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

d. visiting author presentations

1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

e. dance and music programs

1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

f. theatre presentations

1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

g. field trips

1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

h. supplemental works

1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

i. art study

1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

j. integration with community resources

1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

k. cultural events

1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

2. Enrichment activities are **not** integral to the literature curriculum.

1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

3. **In our department**, enrichment activities are an important component of the literature curriculum.

1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

4. Curriculum enrichment enhances student learning of the literature.

1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

5. Curriculum enrichment **does not** enhance student appreciation of the literature.

1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

6. The "time on learning" mandate has **positively** impacted the use of curriculum enrichment activities.

1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

7. In the past three years, my use of curriculum enrichment activities has **not** increased.

1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

8. My daily responsibilities **negatively** affect my ability to design curriculum enrichment activities.

1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

9. I have enough instructional time within my classes to incorporate curriculum enrichment activities.

1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

10 I **do not** have enough planning time to develop curriculum enrichment opportunities.

1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

11. I have the resources I need to implement curriculum enrichment activities.

1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

12. I implement at least **one** curriculum enrichment activity a week.

1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

13. Other than those stated in number one above, what other kinds of activities have you used as literature curriculum enrichment? Please list below.

APPENDIX B

CURRICULUM ENRICHMENT

ADVANCED PLACEMENT 1999-2000

Practicum II Survey/Curriculum Enrichment
Advanced Placement 1999-2000

For each item below, please circle the number of the response that best represents your opinion about curriculum enrichment in your English classes. Your cooperation will help me to obtain data needed for my research study. Thank you for your time and for your help. Antoinette Konaxis

1. In my English classes in the past **three** years, I have experienced these literature enrichment activities:

   a. film study
   1 often 2 sometimes 3 rarely 4 never

   b. collegial collaboration
   1 often 2 sometimes 3 rarely 4 never

   c. guest speakers
   1 often 2 sometimes 3 rarely 4 never

   d. visiting author presentations
   1 often 2 sometimes 3 rarely 4 never

   e. dance and music programs
   1 often 2 sometimes 3 rarely 4 never

   f. theatre presentations
   1 often 2 sometimes 3 rarely 4 never

   g. field trips
   1 often 2 sometimes 3 rarely 4 never

   h. supplemental works
   1 often 2 sometimes 3 rarely 4 never

   i. art study
   1 often 2 sometimes 3 rarely 4 never

   j. integration with community resources
   1 often 2 sometimes 3 rarely 4 never

   k. cultural events
   1 often 2 sometimes 3 rarely 4 never

2. In my English classes in the past **three** years, I have participated in literature enrichment activities.
   1 often 2 sometimes 3 rarely 4 never

3. In my **freshman** English class, I participated in literature enrichment activities.
   1 often 2 sometimes 3 rarely 4 never

4. In my **sophomore** English class, I participated in literature enrichment activities.
   1 often 2 sometimes 3 rarely 4 never

5. In my **junior** English class, I participated in literature enrichment activities.

1	2	3	4
often	sometimes	rarely	never

6. In my English classes in the past **three** years, literature enrichment activities were **not** well-prepared and effectively delivered.

1	2	3	4
often	sometimes	rarely	never

7. In my English classes in the past **three** years, literature enrichment activities were extensive and comprehensive.

1	2	3	4
often	sometimes	rarely	never

8. Literature enrichment activities **do not** clarify my learning.

1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

9. Literature enrichment activities enable me to understand the literature more readily.

1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

10. Literature enrichment activities **do not** enhance the quality of the literature study for me.

1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

11. Literature enrichment activities allow me to appreciate the literature more.

1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

12. Literature enrichment activities **do not** deepen my understanding of the literature in the English curriculum.

1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

13. Literature enrichment activities have **not** provided long-lasting benefits to my learning.

1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

14. Literature enrichment activities have enhanced my appreciation of the advantages of enrichment opportunities.

1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

15. I would like to participate in more literature enrichment activities in my English classes.

1	2	3	4	5
strongly agree	agree	undecided	disagree	strongly disagree

16. Other than those stated in number one above, what other kinds of literature enrichment activities have you experienced? Please list below.